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United Nations System Staff College

Report of the Secretary-General

Summary

The present report has been prepared pursuant to General Assembly resolution 60/214 and Economic and Social Council resolution 2013/14. The report details the progress of the United Nations System Staff College over the biennium 2013-2014 in terms of outreach and impact of its services, substantive course portfolio and strategic orientation.

During the period under review, the Staff College's courses, workshops and knowledge products reached some 25,000 United Nations staff, equipping them with the knowledge and appropriate tools to work towards the common goal of making the United Nations more coherent, efficient and effective. This figure represents an increase of 23 per cent over the previous biennium. The College capitalized on its close relationship with United Nations decision-making bodies to identify priorities and develop a curriculum that responds to the far-reaching reform agenda that cuts across the United Nations system. New courses and knowledge products were introduced in the areas of development, gender and human rights; peace and security; coherence in programming and operations; management and communications; and building a "One United Nations" leadership culture. At the same time, the College strengthened its ability to systematically review its learning activities, with highly encouraging results: 97 per cent of participants indicate that they would recommend a College training programme to a colleague. Furthermore, according to the results of an independent evaluation, the College's flagship leadership programmes are achieving their objectives and making a positive impact on the overall effectiveness of the United Nations.

The Staff College sustained these substantial results with fewer than 40 staff members and in a global financial environment that poses many challenges. Following a change management process that resulted in a leaner and more agile

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organizational structure and improved capacity to attract new clients, the College has continued to derive a large part of its income (74 per cent) from self-generated sources. This positive trend is a testament to the strong demand for the College's services despite decreasing resources. Nonetheless, the College recognizes that there is much more to be done. To bring its efforts to scale and reach a critical mass of staff with programmes in order to effectively accelerate United Nations reform and meet the ever-changing needs of the international community, a reliable base of supplementary funding (core and catalytic) is required.

Never before in the Staff College's 13-year history has its role been so critical. The international community is calling for a transformation to ensure that the United Nations will be fit for purpose to respond to the challenges of the new sustainable development agenda, with a development system able to support and implement the new agenda, as well as a humanitarian response system better able to fulfil growing needs. In this context, the capacity of the United Nations international civil service is critical. United Nations staff must be equipped with adequate knowledge, tools and innovative capacity to make a real difference in terms of saving and improving lives and to maintain the system's comparative advantage in doing so.

Concurrently, there is a need to effect a cultural shift in the Organization: to bring about a reinvigorated system that delivers outcomes collaboratively, in which all staff have a shared understanding of the core issues, such as United Nations values and risk management, and in which staff are supported in sharing knowledge increasingly on a system-wide basis. To achieve this transformation, the change must come from within. The Organization's success in tackling the challenges of tomorrow will rest not only in the policy and programming steps to be taken but also in the ability and willingness of the Organization to become a genuine "learning organization". The Staff College stands ready to assist the system wherever it can.

The Secretary-General encourages Member States and United Nations entities to provide full support to the Staff College, including through the necessary financial investments, systematic participation and substantive contributions, that will enable the College to consolidate its central role as a platform for dialogue, knowledge-sharing and learning to strengthen system-wide leadership, drive change management and build staff capacity to respond to the global challenges of the post-2015 era and beyond.

I. Introduction

1. The present report has been prepared pursuant to Economic and Social Council resolution 2013/14, in which the Council encouraged the United Nations System Staff College in its continued efforts to consolidate its central role in inter-agency learning, training and knowledge-sharing, in the light of the current efforts to strengthen United Nations system-wide coherence and increase the effectiveness of the system and staff capacity in key areas. The present report is the fourth one prepared pursuant to General Assembly resolution 60/214, in which a streamlined reporting arrangement for the Staff College was established.

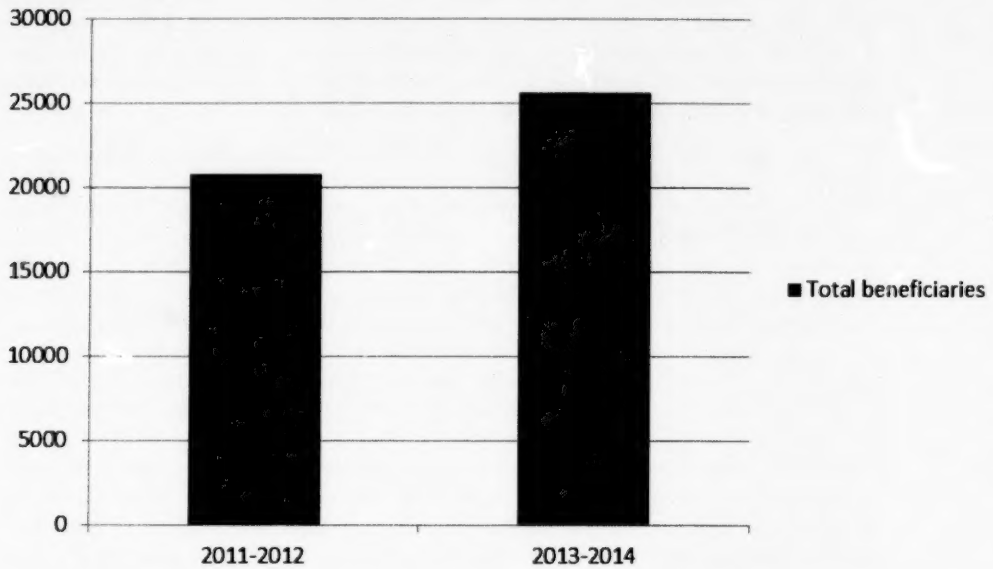
2. Created by the General Assembly in 2002, the Staff College is mandated to serve as a system-wide knowledge management and learning institution, with a view to fostering a cohesive management culture across the United Nations. As such, most of the College's learning and knowledge-sharing offerings, whether open enrolment courses or "on demand", tailored programmes for United Nations partners, are intended exclusively for United Nations personnel. The Staff College offers residential courses on the United Nations campus in Turin, Italy, and deploys its mobile team of experts to deliver training in some 60 countries annually. In addition, the College offers a growing portfolio of distance learning courses and knowledge-sharing platforms. The College's programmes benefit from its close relationship with United Nations decision-making bodies, allowing the College to identify the particular training demands of the agencies, funds and programmes and to respond to the far-reaching reform agenda that cuts across the United Nations system. In developing and implementing its programmes, the College collaborates with renowned experts, academic institutions and United Nations partners. In that way, the College brings to bear innovative thinking, academic rigour and context relevance in building staff capacity to address the most critical issues facing the United Nations.

3. During the biennium 2013-2014, the Staff College made notable progress in terms of the number of United Nations staff participating in its programmes, the level and diversification of its partnerships, the thematic focus of its courses and, most importantly, the quality of its services. In 2013, the College reached more than 9,000 beneficiaries with its courses, workshops and knowledge products, and in 2014 the overall number of beneficiaries exceeded 16,000 (see fig. I). The combined figure represents an increase of 23 per cent over the biennium 2011-2012, while the 2014 figure represents a historical peak.[1] The year 2014 also saw an important increase over 2013 in the value (56 per cent) and number (55 per cent) of partnership contracts signed with United Nations organizations, underscoring the growing reputation of the College as a trusted internal partner in staff capacity development. Over the reporting period, the College enhanced its ability to systematically measure the quality and impact of its activities, with highly encouraging results. Participant reaction to the College's training activities is overwhelmingly positive, with 97 per cent of participants indicating that they would recommend a Staff College training programme to a colleague. Furthermore, an independent evaluation of the College's flagship leadership programmes found that

[1] The figures reported for 2011-2012 and 2013-2014 include "direct participants" in Staff College courses, as well as "indirect beneficiaries" reached by College-certified trainers through training courses on security and safety in the field and registered users of web-based tools.

the programmes were achieving their objectives and making a positive impact on the overall effectiveness of the United Nations.

Figure I
Number of beneficiaries served (direct and indirect)



4. The Staff College achieved these substantial results with fewer than 40 staff members and in a global financial environment that poses many challenges.

5. The present report coincides with the conclusion of the first year of the College's new strategic framework and strategic action plan (2014-2017). For the College, this period has been marked by efforts to promote forward-looking approaches to its strategic orientation: preparing the ground with investment to implement essential capacity-building activities for the post-2015 era and beyond, while safeguarding its ability to continue to excel in the delivery of its ongoing activities.

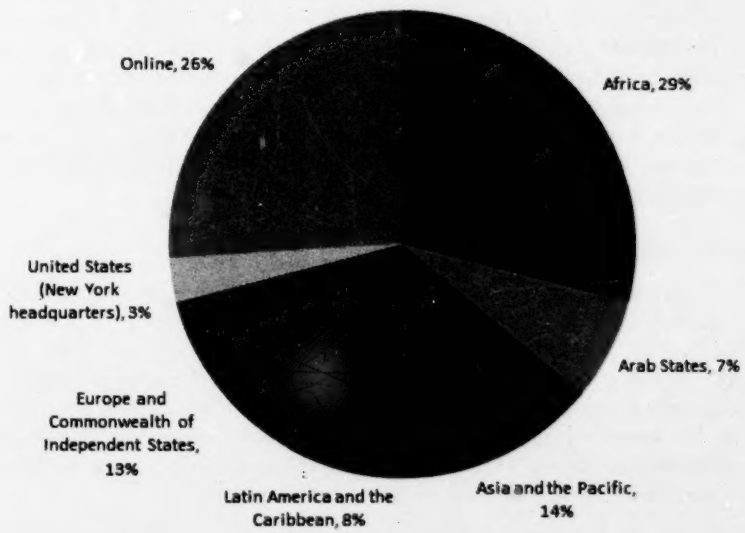
6. Section II of the present report provides an overview of the College's main learning and training activities and programmatic achievements during the period under review. Section III addresses the key institutional achievements of the College, including actions to enhance partnerships within and outside the system. Section IV addressees the financial situation of the College. Section V provides conclusions on the critical role of the College as a key piece of the United Nations architecture that must be used more systematically to improve integration and coordination. It includes a recommendation that Member States and United Nations entities provide full support to the Staff College.

II. Overview of activities and key programmatic achievements

7. Pursuant to Economic and Social Council resolution 2013/14, in which the Council welcomed the progress made by the Staff College in providing high-quality learning and training to the United Nations system, called upon all organizations of the United Nations system to make full and effective use of the services provided by the College and encouraged Member States to continue to support the College, the Staff College has continued to deliver high-quality learning activities designed specifically for United Nations personnel.

8. During the reporting period, the Staff College's courses, workshops and knowledge products reached some 25,000 United Nations personnel, equipping them with the knowledge and appropriate tools to work towards the common goal of making the United Nations more coherent, efficient and effective, regardless of their affiliation with a particular agency of the United Nations system. The College delivered its learning programmes in 64 countries around the world, addressing a wide range of thematic and regional demands. Participants in another 24 countries were reached by College-certified trainers with training courses on security and safety in the field. Whether training United Nations country teams on conflict analysis for catalytic peacebuilding, partnering with world-renowned learning institutions to develop custom-made leadership training activities or developing an online post-2015 learning hub, the College worked to build staff capacity to address the most pressing challenges facing the United Nations. New courses and knowledge products were developed in the areas of building a "One United Nations" leadership culture; development, gender and human rights; coherence in programming and operations; peace and security; and management and communications.

Figure II
Outreach to beneficiaries by location, 2013-2014


Online, 26%
Africa, 29%
United States (New York headquarters), 3%
Arab States, 7%
Europe and Commonwealth of Independent States, 13%
Latin America and the Caribbean, 8%
Asia and the Pacific, 14%

Note: Percentages represent the share of participants reached through direct and indirect training and registered users of web-based tools.

A. Building an effective "One United Nations" leadership culture

9. As recommended by the High-Level Panel on United Nations System-wide Coherence in its report entitled "Delivering as one" (see A/61/583), the Staff College should have the capacity to provide executive leadership training to senior United Nations managers. This would enable more effective management of change processes and contribute to a common management culture in the United Nations system. Accordingly, strengthening leadership capacity across the system remains a principal mission of the College. Vision, courage and a focused skill set in the senior leadership are imperative to drive the change that the United Nations urgently needs and to effectively overcome obstacles and resistance. To successfully deliver as one, leadership must be inspired by a sense of belonging to something that is greater than its own entity and be equipped to create an environment in which staff members feel empowered to take reasonable risks to promote United Nations values and principles. The College is committed to supporting leaders in the United Nations in aligning and refining their leadership approaches and insights and thereby meeting their full leadership potential.

10. Encouraged by the results of an independent evaluation that found that the College's flagship leadership programmes were achieving their objectives and making a positive overall impact on the United Nations, the College has expanded and strengthened its portfolio of offerings in this area at headquarters and regional locations. To further strengthen its curriculum, the College has established new partnerships with world-renowned learning institutions, the private sector, foundations and United Nations entities. To promote the consolidation and application of knowledge acquired, the College has increased and refined the use of 360-degree leadership assessments, "as one" methodologies, coaching opportunities and individual leadership action plans.

11. The College now offers a comprehensive "United Nations leadership pathway" with a portfolio of courses for staff at the mid-career level (P-3 and P-4) and the senior executive level (Under-Secretary-General and Assistant Secretary-General). The College also reaches junior personnel starting in their career in the United Nations system through an orientation programme for Junior Professional Officers and associate experts and similar programmes for young professionals. Through its leadership development efforts, the College supports the ability of the system to recognize and nurture the leadership capacity of staff at all levels and promotes system-wide career development.

New leadership initiatives

12. Building on the success of the flagship United Nations Leaders Programme for Director-level participants, the College introduced a new programme to prepare mid-level managers for leadership in the United Nations of the future. Using an array of active learning methodologies, the United Nations Emerging Leaders Experience programme works to unleash participants' leadership potential, build strategic skills for negotiation and explore approaches to leveraging personal awareness and leadership impact. Five sessions of the programme were held in 2014, with another three planned for 2015 in New York and Turin.

13. In addition, the United Nations Leadership Forum for alumni of the senior leadership programmes was successfully launched in 2014, the first programme for

alumni that presents an opportunity to deepen and enrich their personal leadership journeys.

14. A notable trend was an increased demand for tailor-made leadership programmes for United Nations entities. In 2014, the International Labour Organization (ILO) Executive Leadership and Strategic Management Programme was launched. The success of the Programme led to a request from ILO to hold it again in 2015. In addition, a new leadership programme for women, to support the Joint United Nations Programme on HIV/AIDS (UNAIDS) gender action plan, was launched in 2014, with excellent feedback and interest in a second session in 2015. Agreements for training of staff of the United Nations Secretariat and the Food and Agriculture Organization of the United Nations in the College's leadership programmes have also been signed, and negotiation is under way towards the establishment of agreements with other United Nations entities.

15. Adding to the College's growing portfolio of flagship leadership offerings, in 2015 a new course on leadership, women and the United Nations will be offered twice on an inter-agency basis, building on the success of the tailor-made course for UNAIDS. The College is firmly convinced that, if the United Nations is to credibly lead global efforts towards social justice, equality and non-discrimination in the post-2015 era and respond effectively as global challenges grow in number and complexity, the system must make a renewed effort to tap the leadership potential of its female staff. The programme is a direct response to the problem of underrepresentation of women leaders in the United Nations system and to indications that insufficient progress is being made in moving more women into senior positions. The course will offer valuable opportunities for mid- to senior-level female staff from across the system to develop leadership skills while networking and learning from each other's experiences.

Enhancing long-standing leadership offerings

16. The College continued to run its long-standing programmes to promote a common United Nations leadership culture among senior United Nations staff while improving its ability to fine-tune the programmes' curriculum and measure their impact.

17. During the biennium under review, the United Nations Leaders Programme provided top-level training to nearly 100 directors from across the United Nations system, with programmes carried out in Turin and Singapore and, for the first time, in South Africa and New York. Through the Programme, participants engage with world-renowned experts in exploring the nexus between leadership, global and regional dynamics and geopolitical influences. In 2013, the College initiated a new partnership with the University of Cape Town to tailor the United Nations Leaders Programme to the priorities of the African continent. Similarly, the College continued its cooperation with the Lee Kuan Yew School of Public Policy for the editions of the Programme held in Singapore. To encourage lateral thinking and cross-fertilization, each programme benefits from a diverse faculty of resource persons from different sectors, including international organizations, the non-profit environment, the private sector, academia and the arts and culture community. The Programme continues to be rated as one of the most effective and creative leadership development programmes ever developed and delivered in the United

Nations, with its far-reaching impact confirmed by independent evaluators from the ROI Institute in 2013.

18. With a view to further increasing the capacity of top-level United Nations country officials to carry responsibility for the role and results of the United Nations at the country level, the College continued to offer its popular United Nations Country Team Leadership Skills course. Designed for resident coordinators and agency field representatives, the 2013-2014 editions of the course reached more than 170 senior United Nations staff worldwide. This training remains a mandatory part of the induction programme for newly appointed resident coordinators and continues to be highly recommended for strengthening the United Nations country team leadership capacity. The course provides direct support to the "One leader" pillar of the United Nations Development Group's standard operating procedures, building the capacity of resident coordinators and United Nations country team members to act as one leadership, work together on programming and resource allocation and foster a results-driven team aligned towards a common purpose. An independent evaluation found that the course was achieving its objectives.

19. The College continued its learning initiative for senior staff at the Under-Secretary-General and Assistant Secretary-General levels, the United Nations Leadership Exchange. This learning event offers a unique space, particularly for recently appointed and selected senior officials, to explore the strategic role of the United Nations and to align and refine collective and individual leadership potential to address global themes and issues. A distinctive feature of the programme is the presence of mentors, comprising former high-ranking United Nations staff widely recognized for their outstanding professional track record and qualities. Participants at the 2013 and 2014 programmes highly rated it and recommended that it should become a mandatory learning event for senior United Nations officials.

Other leadership initiatives

20. As an indication of the visibility and positive reputation of the College in the United Nations system, during the biennium the College continued to host high-level events for the senior management of the Organization. In 2013, the College hosted the retreat of the High-level Committee on Management and a leadership development workshop for United Nations women representatives and senior managers. In 2014, the College hosted the annual meeting of the Human Resources Network and the human resources directors' retreat and designed a senior management retreat for the Economic Commission for Africa in Addis Ababa.

21. To strengthen the College's cooperation with local authorities and engage the local community, the Torino Leadership Forum was held in July 2014. This initiative, organized jointly with the City of Turin, recognized individuals whose initiatives at the local level had made a significant contribution to tackling global problems. The event benefited from the presence of the Deputy Secretary-General, who addressed the audience in a keynote speech and presented four recipients with the Torino Leadership Award 2014 in recognition of their contributions to the United Nations goal of "leaving no one behind" in the diverse areas of health, education, sustainable textile production and agriculture. Open to the general public, the event attracted about 200 people and received ample press coverage.

22. Responding to the growing demand for increased managerial capacities to strengthen the efficiency and effectiveness of the United Nations system, the

College has initiated collaboration with the SDA Bocconi School of Management and the ILO International Training Centre on the development of an executive masters programme in the management of international organizations. The programme, to be launched in September 2015, will combine academic theory with dynamic teamwork and will be the College's first programme to lead to an internationally recognized academic degree.

B. Reinforcing system-wide coherence

23. United Nations reform for development continues to be a high priority for the United Nations Development Group, and the College takes the launch of standard operating procedures for countries adopting the "Delivering as one" approach as an exciting and encouraging step forward. As United Nations country teams are expected to implement the standard operating procedures at the country level to the extent applicable for each country, both the Development Operations Coordination Office (as the secretariat of the Group) and country teams themselves have increased the demand for knowledge and learning under the five pillars of the "Delivering as one" approach (one programme, common budgetary framework/one fund, one leader, communicating as one and operating as one). Understanding that the procedures will need to be accompanied by even more substantive guidance to be provided and communicated to the system, in particular in the light of the anticipated new development agenda, the College has closely integrated its coherence portfolio with its development, gender and human rights portfolio. With its capacities and results consolidated, the College stands ready to accompany the system in equipping staff with the skills, knowledge and tools necessary to meet the demands of the post-2015 era while building their capacity to transform the concept of delivering as one from a strategic goal into practice.

One programme

24. During the biennium, the College delivered more than 40 strategic prioritization retreats for United Nations country teams around the world, attended by at least 2,413 participants, with the sponsorship of the Development Operations Coordination Office. Through the retreats, country teams and their counterparts identified priorities for intervention, analysed the comparative advantages of the United Nations system and developed results-oriented United Nations Development Assistance Frameworks with a focus on system-wide programming and delivery.

25. The College is currently focusing on enhanced support for United Nations country teams, not just at the strategic planning stage but throughout the entire cycle of the Development Assistance Framework and/or the "one programme" development process. In 2014, the course previously entitled "United Nations skills and tools for effective programming" was rebranded as "Strengthening inter-agency work through joint programming". Three editions were conducted in the biennium, bringing together 51 participants from 17 United Nations entities and 37 duty stations. Similar courses were tailored on demand for country teams. In addition, a global workshop on the "one programme" and "common budgetary framework/one fund" pillars was delivered in 2014, in collaboration with the Development Operations Coordination Office and the regional teams of the United Nations Development Group, to 70 members of the regional, inter-agency peer support

groups that accompany country teams during their analytical work for the programme development process.

26. With regard to the integration of the United Nations programming principles into country programming, a training-of-trainers programme on the integration of gender into United Nations country-level programming was delivered in cooperation with the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women); a training-of-trainers programme on a human rights-based approach to development programming was delivered in Nairobi in collaboration with the regional teams of the United Nations Development Group for Western and Central Africa and Eastern and Southern Africa; a training course on a human rights-based approach in the United Nations common country programming process was delivered for the United Nations country team in Uzbekistan; and a global-level training course on a human rights-based approach to development programming was delivered in New York in 2014. The biennium was also marked by new work by the Staff College in collaboration with the United Nations Office on Drugs and Crime (UNODC) and the United Nations Development Programme (UNDP) in the area of anti-corruption, including the development of a training package and a facilitation manual and the delivery of two training-of-trainers courses on integrating anti-corruption into the United Nations Development Assistance Framework programming process.

27. The College enhanced understanding of the standard operating procedures through a new course on the topic "Delivering results together in a post-2015 world", delivered in 2014 in Thailand and Turkey. The course enhanced the capacity of more than 100 participants to support United Nations country teams in rolling out and applying the procedures in practice, including by aligning their agency-specific policies and guidance.

28. A key principle in implementing the "Delivering as one" initiative is results-based management, which has played an important role in enhancing United Nations system-wide coherence and improving the quality of strategic planning. The Staff College strengthened the ability of United Nations staff to collect and analyse data, report results and use data to manage performance with its course on measurements for effective results-based management. The course reached 100 participants with three online editions and a customized face-to-face version delivered for the United Nations Conference on Trade and Development.

Operating as one

29. The College's three business operations courses, namely on operations management skills, integrated programme operations planning, and planning and leadership in business operations, support the need for enhancing coherence and efficiency at the country level, as called for in the priorities of the High-level Committee on Management and the United Nations Development Group, the quadrennial comprehensive policy review and the Five-Year Action Agenda of the Secretary-General. Specifically, these courses build the skills and knowledge of United Nations staff in achieving greater operational efficiency, ensuring consistent levels of commitment across agencies, streamlining core business practices, adopting a more strategic results-based planning, strengthening management and coordination, and supporting leadership to deliver better programmatic results.

30. Finally, a new course on organizational preparedness, response and recovery in humanitarian crisis was piloted in the Philippines, on "delivering as one" in emergencies (natural disasters and conflicts). The course addressed the principles of the organizational resilience management system, as well as current priorities arising in the global humanitarian agenda.

C. Advancing development, gender and human rights

31. As the world prepares to implement a transformative new development agenda, the United Nations system must be prepared to support Member States in bringing its goals to scale. The Staff College supports United Nations staff and programming counterparts in building individual, institutional and societal capacity for development programming, gender mainstreaming and advancing human rights. During the reporting period, the College sought to respond to needs manifested by United Nations staff in the locations in which they serve, while strengthening and building partnerships with a diverse group of United Nations agencies, universities and other knowledge institutions for the delivery of post-2015 learning and knowledge-sharing initiatives.

32. This strategy has resulted in greater diversity of course participants and increased contributions from distinguished speakers. For example, the 2014 edition of the United Nations Summer Academy, held at United Nations Headquarters in New York, attracted participants representing 13 different United Nations entities, as well as global partners from the public and private sectors. Opened by the Deputy Secretary-General and closed by the Chef de Cabinet, the Academy also benefited from interventions by the Under-Secretary-General for Peacekeeping Operations, the Special Coordinator of the Joint Mission of the Organization for the Prohibition of Chemical Weapons and the United Nations for the Elimination of the Chemical Weapons Programme of the Syrian Arab Republic, the Deputy Executive Director of Human Rights Watch and the Envoy of the Secretary-General on Youth, among others. The 2013 edition of the Summer Academy, on the role of the United Nations in a rapidly changing world, was also held in New York. Owing to its success, the College was invited to Vienna to co-organize a United Nations reflection forum with the United Nations Industrial Development Organization, the International Atomic Energy Agency and UNODC for 100 participants from United Nations organizations based in Vienna, permanent missions and non-governmental organizations.

33. Building on partnerships with renowned academic institutions, the College is investing in the development of new courses resulting in joint certification with distinguished universities and knowledge institutions. In addition, a reflection series on development cooperation in middle-income countries will be organized in collaboration with the Development Operations Coordination Office and the Hertie School of Governance in Berlin in 2015.

34. During the biennium, the College also introduced a new system-wide course on political economy analysis and risk management for United Nations programming. The Staff College recognizes that, notwithstanding great leaps forward, too many programmes continue to focus on low-level operational issues rather than on creating an enabling environment. In order to support Member States in making informed decisions for positive change, United Nations practitioners need a deep understanding of the social, economic, political and cultural environment in

which they are operating. To respond to that need, the College offers a comprehensive online diagnostic programming tool to be run together with the course to support United Nations country teams.

35. The College expanded its portfolio in this area through the delivery of online courses. The College's first online courses on global diversity and multicultural competence were held three times during the biennium. In collaboration with Minority Rights Group International, an online course on the participation of minorities in United Nations and national programming processes will be launched in 2015. New online courses on the use of technology for development and on the data revolution are also under development. Finally, at the request of the Office of the United Nations High Commissioner for Human Rights (OHCHR), the College is participating in the training advisory board of the "Rights up front" initiative for the development of a mandatory online training course on human rights.

36. The College also developed innovative online tools to support United Nations staff learning and training. In particular, the post-2015 learning hub (post2015.unssc.org) provides a one-stop shop for United Nations staff on courses, resources and exchange on the post-2015 development agenda. Among other features, the hub offers a free online e-learning library consisting of videos accompanied by downloadable presentations of keynote sessions by eminent figures on issues of relevance to the post-2015 development agenda.

37. Together with OHCHR and UNDP, under the auspices of the human rights mainstreaming mechanism of the United Nations Development Group, the College is leading the development of a learning strategy for resident coordinators on human rights.

38. During the biennium, the College also twice offered its course on building partnerships for development effectiveness in New York, with support from colleagues in the Executive Office of the Secretary-General, the Director of the Ethics Office, the United Nations Children's Fund (UNICEF), UNDP, the United Nations Foundation, the Global Compact Office and several private sector partners. Given that the problems of today require multidisciplinary perspectives and efforts across sectors, the course explores means of leveraging opportunities for South-South and triangular cooperation, strengthening operational partnerships with other multilateral institutions, including Bretton Woods institutions and regional entities, and working effectively with civil society partners and the private sector. On the basis of the success of that course, the College also designed and delivered a tailor-made course for UNICEF on building partnerships for development effectiveness in a post-2015 world.

39. Together with the United Nations Population Fund, UNAIDS and the Office of the United Nations High Commissioner for Refugees, the Staff College delivered a strategic learning exchange on engaging with faith organizations and communities in development and humanitarian work in Turin in November 2014. Bringing together United Nations staff members with faith-based partners and recognizing the commonalities between the communities that they serve, the course offered an opportunity for mutual learning and provided inputs into a growing database of case studies on faith and development.

40. Finally, the College is partnering with the United Nations Institute for Training and Research (UNITAR) to prepare national sustainable development training

workshops for United Nations country teams and national actors. This initiative, guided by the Senior Coordinator, "United Nations fit for purpose for the post-2015 development agenda", will be rolled out in coordination with the Development Operations Coordination Office and in consultation with the Special Adviser on Post-2015 Development Planning.

D. Supporting the peace, security and staff safety efforts of the United Nations

41. The United Nations and its partners face increasing challenges in securing the peace and security that the world needs to enable development to take place. A continuing trend of deteriorating peace and increasing violence in the world, including in areas not directly affected by armed conflict, has led the College to broaden its peace and security portfolio with attention to such issues as conflict analysis and prevention, decentralization and peacebuilding, working at the nexus of human rights and conflict transformation, and prevention of electoral violence, as well as learning initiatives aimed at understanding a new generation of non-State armed groups. At the same time, the growing need for United Nations staff to be equipped to "stay and deliver" in contexts of increasing violence on the ground has resulted in an increased emphasis by the United Nations on training civilian United Nations personnel on staff safety and security. The College is in the process of expanding its partnership with the Department of Safety and Security of the United Nations Secretariat to meet this need.

42. During the past biennium, the College deployed its mobile team of experts to deliver 42 peace and security courses in 16 countries. Responding to the unique challenges faced by staff in conflict-affected areas, many of the aforementioned opportunities were customized to address country-specific needs. The College expanded its global footprint by conducting training-of-trainers programmes on security and safety in the field. Through those training programmes, the College created a substantial multiplier effect as College-certified trainers reached an unprecedented total of 12,245 United Nations staff in 41 countries.

Conflict prevention, conflict analysis and peacebuilding

43. In order to build capacity in preventing election-related violence, the College continued to offer its training course on electoral violence prevention. The curriculum was developed in cooperation with the Department of Political Affairs of the United Nations Secretariat, drawing on expertise from within and outside the United Nations system. The course is intended for staff working in countries with systematic, long-standing and unresolved grievances, where elections have the potential to divide and destabilize. During the biennium, four training courses were held. In 2014, the Department committed internal funds to sustain the training initiative, which was previously fully funded by donors.

44. In addition, together with the Task Team on Conflict Prevention and other United Nations partners, the College created a new online course on the topic "Working at the nexus of human rights and conflict transformation". The course offers insight on how conflict transformation and human rights approaches complement one another and how practitioners can utilize those linkages concretely in their work.

45. To build the capacity of the system for conflict analysis in situations of deteriorating human security, the College continued to offer its popular courses on conflict analysis for prevention and peacebuilding, in online and face-to-face editions, as well as tailored versions for field offices, agencies and peace operations.

46. In view of the increasing prominence of local governance provisions in peace agreements and national post-conflict peacebuilding agendas, the College created a new online course on decentralized governance and peacebuilding. The course draws on case studies from different regions to illustrate successful decentralization reforms and peacebuilding efforts at the local level. Highlighting the relevance of the course to the challenges faced by peace missions, a bulk enrolment was received from the African Union-United Nations Hybrid Operation in Darfur (UNAMID).

47. During the biennium, the College furthered its collaboration with peace operations in the delivery of tailored in-mission training courses. For example, the College tailored and delivered its course on conflict analysis in El-Fasher for UNAMID and designed a new course on analytical reporting skills at the request of the United Nations Assistance Mission in Afghanistan. The analytical reporting skills course builds staff capacities to ensure that mission reports better reflect trends and developments occurring in the different sectors, demonstrate impact and provide evidence-based and action-oriented recommendations. In addition, the College partnered with the Peacebuilding Support Office and PeaceNexus Foundation for the design and delivery of a tailor-made training course on peacebuilding programming for the United Nations country team in Kyrgyzstan.

48. The College enjoyed return business from United Nations agencies in the area of peace and security. For example, owing to the successful delivery of the conflict analysis tools training in Pakistan for UNDP in 2013, the College was invited to return to conduct a training-of-trainers course on conflict analysis tools in 2014. The courses brought about mobile training teams, which jointly developed a manual to train national government counterparts in the Federally Administered Tribal Areas in Pakistan, thus standardizing conflict analysis as part of the joint projects of UNDP and government departments across the conflict area. Likewise, the training course on decentralized governance conducted in New York led to a contract with the United Nations Joint Programme on Local Governance and Decentralized Service Delivery in Somalia to train 57 Somali participants in the same curriculum.

49. The College undertook a scoping phase as the first step of a new learning initiative analysing non-State armed groups (terrorist groups, criminal networks, youth gangs, drug cartels, vigilantes) in the field. An inter-agency working group was formed to develop training and learning packages and a knowledge portal, as well as to commission academic research papers and field accounts to inform learning. The scoping report fed into, and was further informed by, the annual dialogue series for Deputy Special Representatives of the Secretary-General, which focused in 2014 on the theme "Understanding a new generation of non-State armed groups" and brought together 20 Deputy Special Representatives. The College continued to convene that high-level event in 2013 and 2014 in partnership with the Centre for International Peace Operations in Berlin.

50. Two new courses are being developed to become a regular feature of the College's future portfolio, namely on conflict analysis for humanitarian action and peacebuilding (in partnership with the Office for the Coordination of Humanitarian Affairs of the United Nations Secretariat) and on conflict analysis for strategic

assessment (in partnership with the Department of Political Affairs). The College is also working with a consortium of partners (PeaceNexus Foundation, African Centre for the Constructive Resolution of Disputes, United States Institute of Peace, Folke Bernadotte Academy and Swiss Peace Foundation) towards the development of a web-based peacebuilding training course to prepare staff to address peacebuilding challenges in conflict contexts.

Staff safety and security

51. The Staff College has become an active member of the inter-agency working group on security training and is working with the Department of Safety and Security to design and deliver training-of-trainers courses to certify joint venture trainers. The College also participated as an associate trainer in the hostage incident management certification process. Discussions are under way to develop further joint activities with the Department.

E. Strengthening management and communications skills and supporting knowledge-sharing and staff development

52. The College continues to offer a wide portfolio of courses on essential skills for staff at all levels and in any United Nations organization. New entries in the College's 2013-2014 portfolio included courses on: leadership skills for supervisors, performance management and review of the performance appraisal system, meeting facilitation skills, evaluation and impact assessment of learning, knowledge management, effective writing skills, social media for United Nations programme coordination specialists, learning design for online courses, finance for non-finance staff, leading and managing change in the workplace, project management essentials, and working in teams. Participants' feedback has confirmed the value of such online tutored courses, with real-time collaboration in virtual classrooms proving an effective alternative to face-to-face programmes.

53. In addition, the College has responded to demand from United Nations entities for tailor-made online learning programmes on management skills. For example, the College designed a distance learning course on results-based management for the United Nations Environment Programme (UNEP). The course will build the capacity of UNEP personnel to design and deliver projects that make sustainable and measurable positive impacts on the environment while contributing to gender equality.

54. The College has maintained its strong position as a system-wide provider of knowledge services by promoting best practices in the field of learning management and staff development (e.g. learning managers' forum, United Nations learning community, community database of learning consultants). The College has also continued to support the accessibility and discovery of relevant expertise through its global databases of experts in various fields (e.g. United Nations Development Group expert rosters, UN-Women roster of gender experts and trainers, and roster of certified trainers on security and safety in the field).

55. During the last quarter of 2014, the College worked with subject matter experts on new curricula to be released in 2015, expanding its offerings in communication skills, decision-making and managing organizational change. In addition, a new online induction to the United Nations system will be released to

staff in 2015. The product is being developed in partnership with the Office of Human Resources Management of the United Nations Secretariat.

III. Key institutional achievements

A. Strengthening efficiency, effectiveness and accountability in delivering results

56. The trust placed in the Staff College by the United Nations system has witnessed unprecedented growth, thanks to the constant improvement of both the quality of the College's services and its own internal management structure. After a change management process in the previous biennium that resulted in a new business model and a leaner and more agile organizational structure, 2013 was marked by significant strides towards consolidating the College's central role in inter-agency learning, training and knowledge-sharing. Through a College-wide consultation, the College developed its first strategic framework (2014-2017). Approved by the Board of Governors in 2013, the framework will continue to guide the work of the College over the coming years.

57. To match the College's vision with concrete ways to achieve it, the College adopted its first corporate action plan (2014-2017). The plan identifies strategic actions, concrete activities and key performance indicators to achieve the objectives laid out in the strategic framework. To expand and enhance the College's role as a catalyst for the United Nations reform agenda and in preparing staff to meet the challenges of the post-2015 era, the plan identifies a portfolio of strategic projects for investment and roll-out in 2015 that will complement the College's existing portfolio.

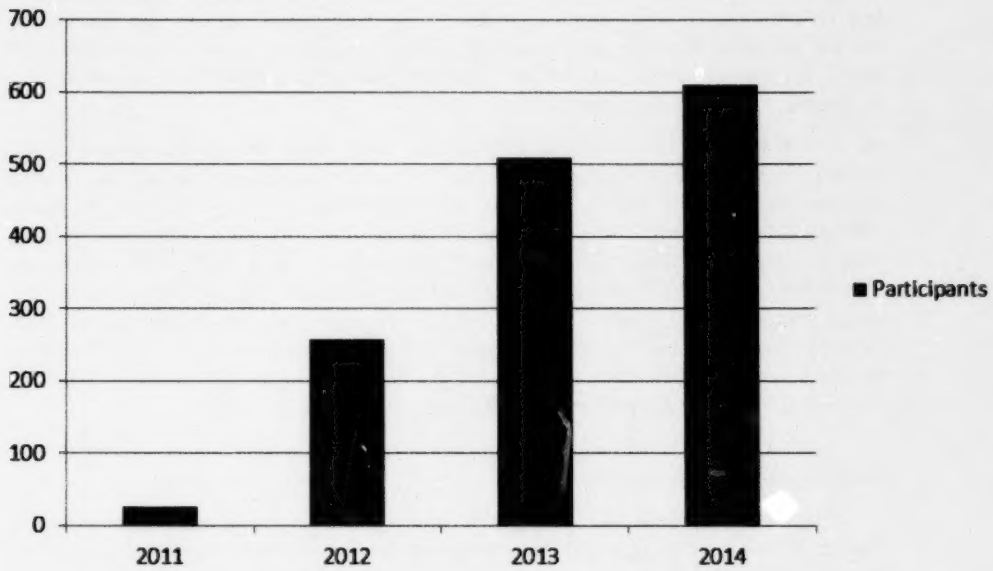
58. The College improved its ability to systematically measure the quality and impact of its activities by introducing a standard participant evaluation form and a process of systematic independent review. The excellent evaluations received for the numerous courses and other initiatives organized and delivered by the College are a testament to the relevance and value of the College's learning programmes. The College has also established an online programme database facilitating access to data reports by activity and programme (e.g. planned and completed activities; number, sex and geographical distribution of participants; and evaluation scores).

59. In order to communicate its results and impact, the College produced its first institutional video, in addition to numerous promotional videos and materials for its programmes. Clear and consistent messages that demonstrate the benefit of the Staff College experience have been developed to inform its communications materials.

60. The College is beginning to see increasing dividends emerging from its investments in online and technology-driven training and knowledge-sharing events. The increased number of online offerings (from 9 at the end of 2012 to 26 at the end of 2014) demonstrates the success of the College's strategy to gradually transform the institution from one that offered only in-classroom training to a cutting edge and innovative learning hub with a growing portfolio of blended courses and events. That move has provided opportunities to expand knowledge or sharpen professional skills for a considerable segment of United Nations staff worldwide who otherwise, for a variety of reasons, cannot attend the College's face-to-face courses. In

addition, in 2014 the College deployed United Nations Knowledge Campus Portals (portals.unssc.org), a new learning management system offered to United Nations system organizations to promote wider accessibility of learning resources, supporting entities in disseminating global initiatives through it (e.g. the Greening the Blue tutorial). Finally, the College has strengthened its capacity to develop mobile applications in-house, which will lead to the release of the first two applications of the College for iOS: "The United Nations facilitator's cookbook", a community-based knowledge-sharing toolkit for best practices in the facilitation of workshops and training courses, and a new application to accompany the post-2015 learning hub.

Figure III
Growth in distance learning



B. Strengthening collaboration and partnerships

61. The Staff College today is a key ally of inter-agency policymaking bodies, such as the United Nations System Chief Executives Board for Coordination, the High-level Committee on Programmes and the High-level Committee on Management. The College works to support their inter-agency efforts through the implementation of learning and training in key areas of reform. In addition, the participation of the College in the group on learning and training in relation to the post-2015 stakeholder steering committee, chaired by the Special Adviser on Post-2015 Development Planning, has been instrumental in shaping the College's strategy.

62. Recent years have witnessed a significant rise in the number of collaborative ventures between the College and world-renowned individuals and institutions in academia and the public and private sectors. This has augmented the depth of the College's offerings and sharpened their focus. In 2013-2014, the College initiated

new partnerships for cooperation in training activities with the United Nations Secretariat, UNITAR, the ILO International Training Centre, the European Inter-University Centre for Human Rights and Democratization, the Hertie School of Governance, Durham University, the SDA Bocconi School of Management, the University of Cape Town and the Georgetown University School of Foreign Service, among others. In addition, the College became a member of the Learning Innovations Laboratory consortium of the Harvard Graduate School of Education and worked with Deloitte and Alchemy Growth Partners to apply an "as one" diagnostic tool to provide insight into conditions that support or hinder collaboration within the United Nations system.

63. The visibility and positive reputation of the College continued to increase in the United Nations system, the donor community and the local authorities as a result of a series of strategic knowledge-sharing events and advocacy initiatives. Enhanced knowledge-sharing with Member States and senior United Nations representatives further informed the College's vision by identifying priority areas of intervention in which the process of United Nations organizational reform could be accelerated and enhanced through system-wide capacity-building.

64. In July 2014, the College convened a workshop on capacity-building for United Nations reform, bringing together 23 senior representatives of the United Nations and Member States. The programme drew attention to the need to build intellectual leadership among United Nations staff for the development and implementation of a new development framework, to equip staff with a common foundation of skills and understanding to respond to emerging challenges across the three pillars of the United Nations, and to foster networks of committed staff capable of concerted action to assess and implement system-wide reforms. Building on the series of substantive discussions, the following capacity-building priorities for United Nations reform were agreed upon:

(a) Creation of an informal senior leaders change forum to drive and model transformational cross-cutting change;

(b) Development of an integrated capacity-building programme that supports change in middle management, involving partners across different levels (country, regional and global);

(c) Consolidation of the Staff College's role as a principal system-wide facilitator to drive change through a whole-of-system approach. In particular, the College was directed:

(i) To serve as a repository of United Nations-specific cases and training materials on implementing change and facilitate their sharing and application;

(ii) To facilitate peer mentoring for change;

(iii) To design and conduct training and support learning for senior and mid-level managers;

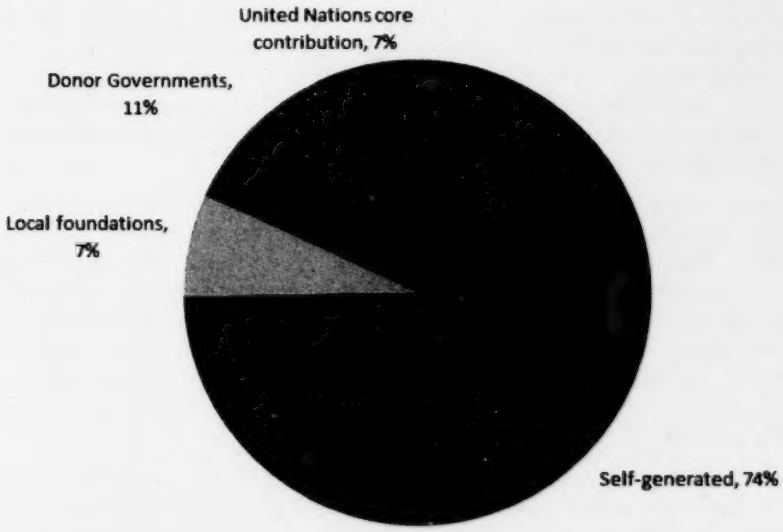
(iv) To provide both skills-specific and substantive training in priority areas for United Nations reform.

65. In order to deliver on the expectations and outcomes endorsed by the participants, the College is currently preparing a road map for developing and implementing the suggested learning and training activities.

IV. Financial situation of the College

66. For the year ended 31 December 2014, total income amounted to $7.39 million. The trend of the College's self-generating the major part of its income has continued over recent years, at 65 per cent in 2013 and 74 per cent in 2014, and is a testament to the strong demand for the College's services despite the decreasing resources of United Nations entities as a result of the global financial crisis and its direct impact on funding available for learning and training activities. For the year ended 31 December 2014, income from donor Governments amounted to 11 per cent of the total income, the United Nations system's core contribution represented 7 per cent, and local foundations contributed 7 per cent (see fig. IV). Donor Governments presently contributing to the College's core budget are Italy and Sweden.

Figure IV
Income by source, 2014



67. In addition, during the biennium 2013-2014, Finland, France, Germany (through the Centre for International Peace Operations), Luxembourg and Switzerland provided contributions earmarked for specific activities.

68. The College recognizes that, to bring its efforts to scale, a reliable base of supplementary funding (core and catalytic) is required. The College is encouraged by promising signs of support from donors for 2015 and beyond, including the commitment of the host Government (Italy) to initiating a regular contribution to the College's budget. The Government of Sweden and the Turin-based Compagnia di San Paolo have also committed to continuing their financial support to the College. The College is currently engaged in serious discussion with other potential donors to support recommended activities driven by the outcomes of the donors meeting held in July 2014.

V. Conclusions and recommendations

69. The seventieth anniversary of the United Nations and the impending adoption of a new development agenda provide an occasion both for recognizing what has been achieved in terms of system-wide capacity-building of the United Nations international civil service and for determining what more must be done. The international community is calling for a transformation to ensure that the United Nations will be fit for purpose to respond to the challenges of the new sustainable development agenda, with a development system better able to support the new agenda, as well as a humanitarian system better able to fulfil growing needs. In this context, the capacity of the United Nations international civil service is critical.

70. Now is the time for concerted action to ensure that United Nations personnel are equipped with adequate knowledge, tools and innovative capacity to make a real difference in terms of saving and improving lives and to maintain the system's comparative advantage in doing so. United Nations practitioners must be inspired to contribute to collective strategies with independent thought rooted in universal values. They must be prepared to translate global strategies into country-specific programmes. As they monitor and report on progress, their success stories and lessons learned must be captured and directed to inform future policy, programming and advocacy. Across the system, staff must be equipped with a common foundation of skills and understanding to link the normative, standard-setting and operational dimensions of their work.

71. There is a need to effect a cultural shift in the Organization: to bring about a reinvigorated system that delivers outcomes collaboratively, in which all staff have a shared understanding of the core issues, such as United Nations values and risk management, and in which staff are supported and encouraged to increasingly share knowledge on a system-wide basis. To achieve this transformation, the change must come from within. The Organization's success in tackling the challenges of tomorrow will rest not only in the policy and programming steps to be taken but also in the ability and willingness of the Organization to become a genuine "learning organization".

72. The Staff College is well positioned to play a catalytic role as a platform for dialogue, knowledge-sharing and learning to strengthen system-wide leadership, drive change management and build staff capacity in critical areas. Indeed, the College is the only entity positioned and mandated to play such a role on a system-wide basis.

73. It is therefore recommended that Member States and entities of the United Nations system provide full support to the Staff College in its efforts to deliver an appropriately contemporary and forward-looking range of capacity-building measures for United Nations staff, going well beyond training to comprise a system-wide knowledge management effort. In particular, Member States are encouraged to work with the College to ensure shared ownership of the change process and to support the College in consolidating a resource base commensurate with the interlinked tasks of:

(a) Building a comprehensive portfolio of programmes to develop system-wide United Nations staff capacity to meet the challenges of the post-2015 era and effectively accelerate organizational change, transformation and adaptation;

(b) Reaching a critical mass of United Nations staff with these essential programmes.

74. Likewise, United Nations entities are encouraged to coordinate their learning and training activities with the College, to sponsor their staff to participate in the College's programmes and to support the College's efforts to facilitate knowledge management for organizational transformation by exchanging their experiences in implementing positive change.